JOURNAL OF CORRECTIONAL EDUCATION

Vol. II, No. 1 January, 1950

IN THIS ISSUE

Editorial
A Review of the Milwaukee Conference

SOURCES AND SELECTION OF INSTRUCTIONAL MATERIAL
Darwin Clay

TRAINING THE INMATE FOR EMPLOYABILITY
Chester D. Owens

LIMITATIONS AND NEEDS IN CURRICULUM DEVELOPMENT
Samuel O. Satterfield

ARE WE DON QUIXOTES IN CORRECTIONAL EDUCATION?
Albert C. Wagner

EDUCATIONAL ADJUSTMENT OF THE UNSTABLE BOY
John E. Moore

CAN THE PRISON SYSTEM BE PROFESSIONALIZED?
Reed Cozart

CAN THE PRISON SYSTEM BE PROFESSIONALIZED?
Paul W. Tappan

REPORT OF COMMITTEE ON INSTITUTION LIBRARIES 1948-1949
Edwin I. Friedman, Chairman

CORRECTIONAL EDUCATION AND RECIDIVISM
Alfred C. Schnur (via Correction)

ACROSS THE DESK

CORRECTIONAL EDUCATION ASSOCIATION

JOURNAL OF CORRECTIONAL EDUCATION

Official Publication
of the
Correctional Education Association
An affiliate of the
American Prison Association

Vol. II, No. 1 January, 1950

OFFICERS

President
Dr. Benjamin Frank
Supt. of Education
Bureau of Prisons
Washington 25, D. C.

Vice President
Mr. Ralph H. Rosenberger
Inst. Ed. Director
Minnesota Reformatory
St. Cloud, Minnesota

Secretary
Mr. Herman Spector
Senior Librarian
Cal. State Prison
San Quentin, Cal.

Treasurer
Dr. Lloyd N. Yepsen
Director of Classification
and Education
Dept. of Institutions and
Agencies
Trenton, New Jersey

EXECUTIVE COMMITTEE

The officers, and,

Mr. Price Chenault
Dir. of Education
N.Y.S. Dept. of Corr.
Albany 1, New York

Mr. Austin H. MacCormick
Executive Director
The Osborne Association
114 E. 30th Street
New York 16, New York

Mr. Donald D. Brewer
Corrective Services Branch
Bureau of Naval Personnel
Washington, D. C.

Mr. Victor Ruderman
Ass't Supervisor Educ.
Federal Corr. Inst.
Danbury, Conn.

EDITORIAL COMMITTEE

Chester D. Owens, Chairman
Inst. Ed. Director
Elmira Reformatory
Elmira, New York

Bernice Byfield
Inst. Ed. Dir.
Westfield St. Farms
Bedford Hills, N.Y.

Darwin Clay
Inst. Ed. Dir.
Mich. Reformatory
Ionia, Mich.

John Moore
Director of Education
N.J. State Farm for
Boys
Jamesburg, N.J.

Victor Ruderman
Ass't Supervisor Educ.
Federal Corr. Inst.
Danbury, Conn.

The Journal of Correctional Education is published in January, April, July & October. It is sent to members of the Correctional Education Ass'n, an affiliate of the American Prison Ass'n, without charge, the subscription being included in membership dues. Manuscripts germane to the field of correctional education are solicited. Address all materials to: Chester D. Owens, Chairman, Editorial Committee; Journal of Correctional Education; Elmira Reformatory, Elmira, New York.

A REVIEW OF THE MILWAUKEE CONFERENCE

One of the highlights of the 79th Annual Congress of Correction was a general morning session on the topic "Can the Prison System be Professionalized?" The meeting was sponsored jointly by the Correctional Education Association and the Correctional Service Associates and in spite of the fact that this was the last general session of the Conference, the meeting was well attended and the discussion was very lively. With Warden Wallack as discussion leader, the panel consisted of Professor Paul Tappan of New York University, Warden Reed Cozart of the Federal Correctional Institution, Seagoville, Texas, and Mr. Will Turnbladh, Executive Director of the National Parole and Probation Association. Out of the discussion came evidence of rapidly expanding university programs providing professional training in the correction field and a resolution calling for a special committee to formulate a basic curricula in criminology and penology.

Several afternoon meetings of our Association were also scheduled and the session dealing with "Problems in Correctional Education" was especially well attended. The problems discussed were Sources and Selection of Instructional Materials, Training the Inmate for Employability, and Limitations and Needs in Curriculum Development. The papers presented were very stimulating and provoked considerable discussion. In accordance with the policy of the Journal, the above papers are reprinted in this issue, with the exception of Mr. Turnbladh's which has not been received.

A joint meeting of the Correctional Education Association and the Committee on Institution Libraries was devoted to the topic of "The Library as an Educational Center." A Survey report on the present status of institution libraries was made by Mr. E. I. Friedman, Chairman of the Committee, and Mr. Theodore Cutler, Librarian of the U. S. Penitentiary, Leavenworth; Miss Myrtle Stubkjaer, Supervisor of Institution Libraries in Minnesota; and Mr. Price Chenault, Director of Education, N. Y. State Department of Correction; each presented a paper on various aspects of an effective library program in an institution.

At the Business Meeting of the Association several important problems were discussed, foremost being the future development of the Journal of Correctional Education as the official journal of the Correctional Education Association. It was generally agreed that this was one tangible contribution which the Association could make to its membership and to the field of correctional

education. Maintaining an active paid up membership is very gratifying. With respect to the election of officers for this year, a total of 202 ballots were mailed out to all paid members several weeks in advance of the meeting. However, only 54 ballots were marked and returned. As a result, the same officers were elected to continue in office this year and the Executive Committee elected are Mr. Price Chenault, Albany, N. Y.; Mr. Austin MacCormick, New York City; Mr. Victor Ruderman, Danbury, Connecticut; and Mr. Donald D. Brewer, U. S. Navy, Washington, D. C.

The next Congress will be in St. Louis, Missouri, October 8-13, 1950, and I shall appreciate hearing from any member of the Association regarding suggestions for the next annual meeting or regarding the program of the Correctional Education Association in general.

Benjamin Frank
President

JOURNAL OF CORRECTIONAL EDUCATION

Volume II January, 1950 Number 1

SOURCES AND SELECTION OF INSTRUCTIONAL MATERIAL*

Darwin E. Clay, M.A.
Director of Education
Michigan Reformatory
Ionia, Michigan

It is doubtful that anything startling or new can be added to that which is already known to most correctional educators, as to sources and selection of instructional material.

Of course we have all read the article in the Number 2 issue of the Journal of Correctional Education, "Selecting Academic Educational Material" by Samuel Goldberg. We are thankful for this contribution and are anxiously waiting for the "Ten Foot Shelf." Undoubtedly a large amount of worth-while material has been prepared by correctional educators which would be a contribution, but because of a certain personal modesty we have heard little about; perhaps in the future our new Journal of Correctional Education will be of some help in this respect. In the same token many of us have some definite ideas and would like to do something about it, but with limited staffs and a large volume of work have been unable to find the required time.

It is difficult to recommend criteria because of the many variable factors, such as: teaching load, type of teachers, educational objectives and budgets. There are institutions for juveniles, reformatories and adult prisons each with some sort of an educational program, but each with a problem requiring somewhat different instructional materials.

In our state we have an adult prison with a population of 5000 and 3 civilian teachers, a reformatory with a population of 1200 and 16 civilian teachers. At the adult prison most all teaching is done by inmate teachers, at the reformatory, by civilian teachers. Certainly the instructional material used in these two institutions should be selected on the basis of the particular teaching problem.

A few years ago a visit was made a certain institution. We had heard so much about writing course material that we fully

* Delivered at the Correctional Education Association meeting, Congress of Correction, Milwaukee, Wisconsin, Monday afternoon, September 26, 1949, in a panel discussion, Problems in Correctional Education.

expected to see something new. So we visited the vocational classes with this expectation. That which we saw spun us out of the clouds back to terra firma. The answer was: "Why should we spend valuable time attempting to write instructional material when there is so much that has been written and published by trained educators in the field." Of course, they had a large vocational library with many volumes referring the students to the exact paragraphs or references, well-selected and pertaining to the problem at hand. This material had been previously selected by qualified teachers so that the problem could be quickly and simply solved by the student. There is a vast quantity of vocational material on the market from the Junior High School level to the Graduate Engineer. It is difficult to understand why we as correctional educators should be at all concerned about instructional material in the vocational fields.

If we are searching for something specific, and money is available, many state agencies have published vocational lesson plans with job sheets and source materials. The California Department of State Education has done a remarkable job and it is understood that the Education Division of the New York State Department of Correction has been working on a similar type of material. We certainly should not neglect to mention the services rendered by Correspondence Schools, such as the I.C.S. Cooperative plan and the Rosenkranz Foundation Scholarships.

The Academic field does present a little different problem. On the other hand is it possible that we are not approaching the problem realistically? Are we aware of the vast amount of instructional material that has been published for the public schools for practically every individual need and educational objective? Material edited by educators trained in the science of challenging pupil interest, recognition of handicaps and desired motivation. There is an array of social and science readers beautifully illustrated and geared to the problems of the modern world; Elementary Mathematics that are functional and applicable to the everyday problems of living. Recently one of our psychologists inquired if the arithmetic in our early elementary grades was functional. My reply was, "We teach them how to use the tools, then how to build the house." There is a real need for drill and practice in the simple rudiments requiring only the material prepared by the teacher, with the use of blackboards and duplicators. A practical application is necessary as soon as the inmate is ready. Perhaps the project method has much to offer in our prison school programs.

In the beginner and near illiterate groups we have much the same problem as in the public schools, as to the rapidity in which we can accelerate in the use of new vocabulary. Of course, we do recognize that there may be many frustrations and blockings which may be the product of years of conditioning. The solution is not entirely the type of instructional material but the understanding guidance of a trained teacher. We often have inmates in our institutions with the capacity to do high school work yet they can hardly read or write. There must be some physical or psychological reason for such retardation. Often these boys can read flu-

ently for a sentence or two, after which they are unable to recall the most simple words, generally indicative of emotional blockings requiring the service of a special teacher and help from the institutional social clinic. Here again the type of instructional material used will depend upon the individual problem.

We have discovered early reading material designed for public schools which challenges the interest of the inmate and which is within his capacity to read. However, it is necessary to have many types of readers to overcome monotony. It is a mistake not to have many types of well-illustrated books of different reading levels to encourage voluntary reading. Likewise newspapers, pictorial magazines and comics may be helpful. In some instances, "My Weekly Reader" a weekly newspaper published on each grade level may serve as an excellent device.

You may know that a study was made by Max Cooper, psychologist in the New York Institution for Male Defective Delinquents, in which it was observed that the mentally retarded and delinquent adult beginner profited equally well with the use of the ordinary school primer and lesson units prepared for adults, that a group of individuals similar in all respects may be expected to gain in reading ability or more so than beginners in the elementary schools, regardless of the type of material used. Either type of material is effective with such individuals when individualized methods of instruction are used. There is a report of this study in the "Diagnostic and Remedial Teaching in Correctional Institutions" by Price Chenault of New York State. Incidentally, this is a book to be recommended to every correctional educator.

Many institutions are offering courses on the secondary level. It is not difficult to locate instructional material for this purpose. With a little time and effort in course building, materials can be selected from many excellent textbooks designed for specific purposes. If it is necessary to enrich the course and to get certain desired results, parts of several texts may be used. It would seem undesirable to insist that inmates preparing on the secondary level, should absorb large quantities of material which have little bearing on desired goals. Such irrelevant material is discouraging and when insisted upon only as a task, is without point.

In this respect we can learn much about the selection of basic material and lesson planning from university and college courses.

In the final analysis is there a definite answer to this problem of selecting instructional material? We do know there is an unlimited quantity of instructional material from many sources. Of course the problem of how and what to select is important, but each institution presents such a different problem, it is difficult to do more than generalize. Perhaps our real problem is the preparation and presentation of the material.

TRAINING THE INMATE FOR EMPLOYABILITY*

Chester D. Owens, M.A.
Director of Education
Elmira Reformatory
Elmira, New York

Dr. Benjamin Frank, our president, in offering the invitation to speak on the subject of "Training the Inmate for Employability" wrote as follows: "What I had in mind on this subject was what is needed in the training program in addition to academic training and training in trade and occupational skills which makes a person employable. This, of course, stresses the problems of personal and social adjustment in addition to turning out a skilled workman." If we think along with him a moment on this method of approach, through the limitation process we come to only two words in all of their denotation and connotation: social education.

The early literature in social education as written by MacCormick[1] and Kendall[2] has been added to by them and others. A committee of New York State correctional educators met at Elmira Reformatory over a year ago on the problem of social education, and, to guide them in their thinking, a preamble was prepared by Dr. Kendall on the: need, purposes, philosophy, objectives, methods, etc. of social education in correctional institutions.[3] Our journal, the Journal of Correctional Education carried articles in the last year on the Army[4] and the Navy[5] correctional training programs and their use of social education in them. The former article states: "As a general policy, the advanced general educational courses offered are selected to meet the individual needs of the prisoners enrolled. Each course contributes to the social adjustment or apparent need for specific knowledge on the part of the individual prisoner." The article on the Navy program informs us that their social education program is conducted primarily by the clinical psychologist and psychiatrist for a four weeks' term and that the four main objectives of the courses briefly stated are (1) "To enable the psychologist to determine the individual adjustment of the men in terms of their aptitudes and abilities, their personal adjustment towards themselves, the Navy and to ordinary social situations, their own self-appraisal of present status and general life adjustment; (2) To develop the man's understanding of what is considered adequate and inadequate behavior, with an attempt to arrive at an acceptable guide for conduct; (3) To improve the man's ability to live with himself, cope with daily social situations, to see things as they really are, and to accept other individuals with more understanding; (4) To help the men develop a better attitude towards

* Delivered at the Correctional Education Association meeting, Congress of Correction, Milwaukee, Wisconsin, Monday afternoon, September 26, 1949, in a panel discussion, Problems in Correctional Education.

the Navy, American ideals of democracy and rights and duties of citizenship."

The March, 1949 issue of Federal Probation has Clemmer's "A Beginning in Social Education in Correctional Institutions."[6] Herein we find that five courses are offered in District of Columbia institutions. Their titles and instructors are:

I. Some Principles of Human Behavior - psychologist;
II. The Family and Home - the director of the 4-institution department;
III. Principles of Child Guidance - superintendent of the reformatory;
IV. Organization of Community Life - supervisor of classification;
V. Theories and Practice of Leisure Time - assistant superintendent of the reformatory.

These courses are presented year round, one day a week in the classrooms. Not every inmate is eligible. Attention is given to intelligence and few below an I.Q. of 90 are assigned. Other factors weighed are willingness, criminality, and participation in other educational and religious programs. It is questionable as to what limiting factors should be used considering the average penal population.

Our approach then, to our subject of "The Training of the Inmate for Employability" can be dramatically emphasized by stating that there is not a single correctional education administrator, who, after engaging in a "commencement" program of awarding diplomas, trade certificates, and awards, has not asked himself the question of whether these are the answer to an effectual correctional education program designed to aid the institution and the inmate in his post institutional life. Recently we held such a program at the Elmira Reformatory. Among others, there were awarded: sixteen high school equivalency diplomas, two college entrance diplomas, eight eighth grade diplomas, ten high school Regents diplomas, eight trade certificates, four farm correspondence certificates from our State College of Agriculture, and a correspondence certificate in Radio and Communications to an inmate studying under the G.I. Bill of Rights. Yet, a personal reaction was: How much, though, have these men learned about: themselves (their emotions, attitudes, human relations), community adjustments, interfamily relationships, their country and the strengthening of their loyalty to it, getting along with one's fellow workmen, economic problems, social hygiene, directing their aggressions into acceptable channels, having the interests of one's employer at heart, keeping absenteeism at a minimum, etc? In a word, had they developed insights (economic, social, political, personal) which would enable them to function adequately in our highly competitive world?

So far we have skirted the periphery of this problem of "Training the Inmate for Employability." Let us relate our subject to the broader title of this panel, Problems in Correctional Education. What are the problems involved in setting up a social education program? A few could be listed as follows:

1. The establishment of a philosophy of social education in each and every

correctional institution. As always this must be defined in the terms of individual populations and institutions. However, we can definitely emphasize that this is an area of instruction which must be met sharply and realistically, for none of the educational efforts expended is as important as developing the social aspects of an inmate, and, it should be reaffirmed here that every member of the institution staff must be held responsible to contribute either directly or indirectly to the socialization of inmates.

2. Personnel is another problem. Most teachers come to us with the idea of formalized education in mind. It takes considerable time to get them to think in terms of social education. Dr. Smiley Blanton, director of the psychiatric clinic of Marble Collegiate Church in New York City in a popular article, "Where Do You Take Your Troubles" (The American, March 1949) states that "Every school teacher, before she is assigned to a school, should be taught the elements of human nature and an understanding of the emotional problems that assail the growing child." Col. H. Edmund Bullis, Executive Director, Delaware State Society for Mental Hygiene, in his article[7] "The Child and his Mental Health in the Educational System" in our last issue of the Journal of Correctional Education, reminds us that "Successful preventive work in the field of emotional maladjustment must be carried on by those working closely and daily with children... teachers, school nurses, etc. Psychiatry should provide qualified experts to serve on a top-level policy planning group with public health leaders, educators, and others to outline a national, long-range effort for improved mental health--a truly preventive effort. Educators, because they have more contacts with boys and girls than does any other professional group, must take the responsibility for directing and operating this proposed preventive program." Let us now translate this to the level of correctional educators. About a year ago I sent a letter to several prominent criminal psychiatrists seeking their assistance in examining a social education course we were preparing at Elmira Reformatory. I should state that we had no psychiatrist at the time. The opening paragraph stated, "We are interested in preparing a course of study for inmates in our Reformatory. The content is to cover materials on social problems including situations of tension, psychosomatic illnesses, resentment, rebellion against authority, hostility, sibling rivalry situations, etc. The course is to be taught by civilian teachers who are mature in thought and age, who have had considerable experience, and are capable of directing discussion to proper conclusions, etc. Actually what we hope to accomplish is to set up a course in which the teacher becomes a group psychotherapist." Several psychiatrists expressed interest and prof-

fered their cooperation. They stressed the need for adequate preparation and training of correctional education personnel in the areas of human relationships and personality adjustment. So we raise the question, can institution psychologists and psychiatrists give correctional educators short, intensive courses which, while adding to their already overburdened schedule, may in the long run reduce their case load, or, lead to more meaningful referrals on the part of the teachers and better parole reports.

3. Appropriate materials is another problem. What courses are to comprise the social education program? And, then, having defined a course title and its component unit titles, each institution must prepare its own materials predicated on its needs and the needs of its population. While general instructional materials can and should be prepared thru direction by a central education office, yet each institution must refine this work. Let us be specific: While a general course can be prepared such as Institution and Parole Problems of Inmates[8] for orientation purposes, yet the problems of adjustment and matters of information for an inmate in a specific institution must be the content of a course prepared for that specific institution. An illustration of this is the Orientation Course[9] as prepared at Elmira Reformatory with such unit titles as: The Reception Company, Disciplinary Procedure, Minor and Major Violations which Result in the Loss of Time, the Hospital, Locker Room and Bath, The Record Office, The Photo Gallery, Correspondence, Military Training, Mess Hall, Your Cell and Cell Hall, Religion, Barber Shop, The Service Unit, The Program Committee, The School Program, The Vocational Program, The Music Class, The Physical Education and Recreation Program, Institutional Education, Cleanliness, Commissary and Packages, Visits, Sick and Funeral Visits, The Institution Library, Newspapers, Magazines, and Books; Maintenance Work, Outside Gangs, Preparation of Food for the Mess Hall, War Veterans. As a result of the introduction of our own Orientation Course, our Superintendent, Col. Leroy Weaver, and Assistant Superintendent, Col. Wilson H. Dunn, advised our department that discipline reports in the institution were cut down drastically.

4. The general organization of courses is another problem. Closely related to our previous problem is the question of the general organization of courses. For how many weeks should these courses be offered? Should they be correlated? Should they be prepared on several levels of: vocabulary, difficulty of questions, amount of work to cover, etc? Should there be a core curriculum which all inmates should take regardless of I.Q., previous schooling, etc?

5. The method of approach forms another problem. We

are not considering here the question of methods in education. Rather to those indirect approaches by which many personnel contribute to the social education of inmates. Reference is here made to the numerous "conferences," interviews, etc. in which correctional workers engage to aid in the smooth functioning of an institution. A simple note on the results forwarded to the Service Unit for placing in the inmate's folder leads to the accumulation of pertinent information for the Parole Board. Directly in approach we find the organization of courses as previously referred to. Or, again, where counsellors or members of the Program Committee are each given responsibility so far as getting information on individual cases is concerned for proper referral to the Program Committee or to the person who can best aid in the problem at hand. Then, too, the flexibility of dropping the teaching of "content" momentarily, to attack asocial and antisocial attitudes as expressed in classes must be encouraged.

6. Inmate population forms another problem. Statistically we know that almost all of our penal population is to return to society some day. We cannot ignore the issue, then, that the organized program of social education in every institution must be for all levels of intelligence with adaptations according to vocabulary, concrete and abstract reasoning ability, etc. If a core curriculum is presented, all inmates physically capable should engage in it. And it must cover from those who are absolute illiterates to those with some college experience.

We could consider other problems attendant to the question of the establishment of social education; as an illustration: the opportunity to put social concepts into practice, the general negativism of the correctional institution milieu, etc. This, however, can be the distillate of our discussion of the subject of "Training the Inmate for Employability": notwithstanding the processing of an inmate who has learned to be an excellent workman in one of our shops and who further prepared himself thru correspondence education and our academic program, without development in the social field we have failed and he will fail on parole. Therefore, Mr. Chairman, I propose that the Correctional Education Association at this Congress put in motion the process by which: (1) either, a yearbook such as previously published, or, (2) a monograph published through the Journal of Correctional Education, be prepared. Its title: "Social Education." Its content: the refinement of the thinking of the last fifteen years on the subject. Its labor: to rest on our collective shoulders.

BIBLIOGRAPHY

1. MacCormick, Austin H. Education of Adult Prisoners. New York: National Society of Penal Information. 1931.
2. Kendall, Glenn M. Organization and teaching of Social and Economic Studies in Correctional Institutions. New

York: Teachers' College, Columbia University. 1939
3. Note in "Across the Desk". Journal of Correctional Education. Vol. I, p. 25, January, 1949.
4. Witsell, Major General Edward F. "The Educational Program in United States Army Disciplinary Barracks." Journal of Correctional Education. Vol. 1, 27-30, April, 1949.
5. Brewer, Donald D. "Navy Correctional Training Program." Journal of Correctional Education. Vol. I, 67-73, July-October, 1949.
6. Clemmer, Donald. "A Beginning in Social Education in Correctional Institutions." Federal Probation III: 32-35, March, 1949.
7. Bullis, Colonel H. Edmund. "The Child and His Mental Health in the Educational System." Journal of Correctional Education. I: 87-91, July-October, 1949.
8. Chenault, Price. Editor. Institution and Parole Problems of Inmates. Albany, New York State Department of Correction, 1945.
9. Carey, A. F. Revised by W. R. Kelley. Orientation Course. Elmira: Elmira Reformatory. September, 1949.

LIMITATIONS AND NEEDS IN CURRICULUM DEVELOPMENT*

Samuel O. Satterfield, M.A.
Director of Education
Wisconsin State Prison
Waupun, Wisconsin

The subject assigned to me for discussion is "Needs and Limitations in Curriculum Development."

Before I say anything about the subject, however, I should like to tell you that I am what is known as a utility halfback. I have been selected to carry the ball after it had been passed to someone else. So I have decided that I can dispose of it in any fashion that meets my fancy. My only hope at this point is that my handling of the subject will be such that it will provoke some thought and not too much drowziness on your part.

This is my first attendance in a meeting of the Correctional Educational Association, but Warden Burke has made copies of your JOURNAL available to me and I have read some of your statements regarding education in Correctional Institutions. For this reason, and since my aches and pains seem to be about the same as yours as expressed in your JOURNAL, I feel at home in this ward, even though it is my first confinement.

To discuss the needs in curriculum development it was necessary that I make up my mind whose needs or what needs I was to consider.

* Delivered at the Correctional Education Association meeting, Congress of Correction, Milwaukee, Wisconsin, Monday afternoon, September 26, 1949, in a panel discussion, Problems in Correctional Education.

This discussion might be worthwhile and more interesting and concrete if the time were spent in discussing curriculum for meeting the needs of the institution.

Every prison needs clerks, cooks, butchers, bakers, welders, carpenters, and plumbers, not to mention electricians, coal heavers, dishwashers, janitors, farmers, and campers.

I have decided, however, to let the institutions shift for themselves for the moment, and consider this question of needs on the basis of the needs of the prison inmate. We have to admit that prisons are organized and maintained for the protection of society through the custody of the inmate. Is there really anything else to it? Is there room in a close custody prison for rehabilitative measures? Are we kidding ourselves into believing that curriculum will give us an open-sesame to our problem?

The men in prison have been exposed to curriculum, good curriculum, curriculum devised by experts who have spent many life times studying its problems. The universities and colleges provide more of this well organized curriculum for our students in prison through extension division courses. These students of ours have been exposed but it has not taken.

It took society a long time to shape the individual prisoner and it will take a considerable amount of time and some careful and wise handling to reshape him into something useful and acceptable to society.

Since I am trying to consider this problem of needs in curriculum development as the needs of the inmates it might be well to list some of them.

The individual needs of inmates are probably as numerous as inmates, but it is not impossible to list a few needs which they seem to have in common.

The inmate needs:

To be able to recognize and understand his potential worth. He needs to know his special abilities and aptitudes. He needs to know which doors are OPEN to him as an "EXCONVICT." He has been told of the doors which are closed. He has been reminded of his shortcomings. He needs to know what are his good points.

The inmate needs:

Knowledge of the procedure he must follow to bring about his reformation. He has been watched by prison officials and guards. He has been told what not to do. BUT WHO HAS TOLD HIM WHAT HE SHOULD DO?

The inmate needs:

To develop the ability and the desire to change his mind, his habits, and his attitudes. The misconceptions of the individual's relationship to society, government, and honest work and the inability of the individual to change his mind about it seems to afford a tremendous field for experimentation.

The inmate needs:

To develop a "case-hardening" against the term "Ex-convict." If he is to remain an EXconvict he must realize the fact and accept as

fact that he has been in prison and that wishful thinking will not turn time backward. He must arrange to live with the situation in the same manner as the man who has lost an arm must learn to live without it.

The inmate needs:
To face reality and the ability to reason; he needs to know the meaning of rationalization and be able to tell the two apart.

The inmate needs:
An acceptable character. To be acceptably honest and trustworthy. He needs to respect women and be trusted with small children. This is doubly difficult because so many people who have never been caught need the same thing.

The inmate needs:
A healthy and honorable attitude toward honest work and wholesome recreation.

The inmate needs:
To know the meaning of discipline as opposed to punishment, and he needs to understand and practice discipline as it applies to self.

That the inmate needs include educational proficiency as well cannot be denied. No doubt your meetings have been taken up with discussions of which particular courses <u>should</u> be presented.

It is needless to repeat what you have already said about the value of academic courses, the three R's for the illiterates and the correspondence courses for those who cannot be helped by our inmate teachers are essentials.

Whatever these standard, informational courses are called--whether they be strictly academic or semi-vocational--they should be short courses, organized as units, that start at a definite point and end at a definite place. They must be as functional as the literacy program and the inmate must feel a need for the knowledge to be gained by working at them. He must be expected to complete them once started--not lured away from his purpose by dangling in front of him a job with more prison prestige.

Now that I have listed some of the needs of inmates I should like to suggest that our curriculum be arranged to meet these needs.

The prison schools have probably done an excellent job of teaching the three R's, but they have not eliminated the fourth R--<u>The Repeater</u>. It must be time for the prison school master to develop courses which will teach moral values, civic responsibilities, healthy and wholesome attitudes and those habits and attributes which contribute to the development of acceptable characteristics.

It <u>is</u> time for the prison curriculum to contain courses which will help the inmate (1) learn to control his temper, (2) get along with others, (3) solve his problems sanely and sensibly, (4) meet his difficulties, and (5) get the respect of his wife and children.

It is time for the prison curriculum to contain courses which will help the inmate meet the needs which will make him acceptable to society and, just as important, make society acceptable to him. Since it is impossible to change society, it is imperative that the inmate be changed.

The outstanding need in this whole problem--inmate need or not--is a desire on the part of the various state welfare departments, division of correction directors, senate appropriation committees, and prison administrators for a functional and effective educational program in prisons. When those four groups are working together and coordinating their activities with their desires--those things which limit curriculum development will cease to exist and Heaven must be on the side of the prison educator who has been leading his board to believe that the school can meet its requirements with no equipment, no teachers, and no student requirements.

Now that I have listed an outstanding need, and it has developed in spite of me into one of the outstanding factors that limit curriculum development. I shall continue a discussion of the limitations in this development.

The prison curriculum is limited by a great many other things. The attitude of the inmate "big shot" who will show no weakness by attending school: the attitude of the prison official that his trade will keep the inmate occupied and therefore out of trouble; the belief of the prison official that the school is not technical enough and consequently no good; the attitude of the prison guard who is sure that the inmate attends school to keep from doing his assigned work; and the reaction of the inmate who is left to do the work himself and says "I'll get that sun of a gun if he doesn't quit leaving me here to do all this work by myself," all are limiting factors in curriculum development. Under pressure of this kind, the student in prison quits school. If his character were strong enough to withstand this type of treatment he would not be in prison.

If we were to list those things which limit the development of curriculum in the prison program it would surely include:

1. Lack of budget for equipment, materials, and teachers.
2. Lack of qualified educational personnel interested in prison work at present salaries.
3. Inexperienced personnel--inmate teachers who are untrained and not greatly interested because teaching holds no future for them, anyway is it fair to take the best minds in the prison and use them for institutional purposes only?
4. Lack of confidence of inmates in their buddies as teachers. One inmate will believe his fellow inmate's every word and even follow some of his advice, repeat his rumors and sing his praises in the recreation yard. Transfer this same inmate to the prison school as teacher and his authenticity is "gone with the wind." The one time booster is now a knocker and the program has been sabotaged by the very effort to make it strong.
5. Constant turnover of inmate teacher personnel.
6. Rapid turnover of students and transfers on a maintenance basis without consideration

of need for school participation.

7. Lack of interest on the part of the inmate in "stretching" his mind through study.
8. A lack of specific evidence that prison schools are worthwhile as rehabilitative medium.
9. Prison educators have a tendency to limit curriculum by inferring in their publicity that the questions have been answered and the job is being done effectively and well.
10. The development is limited by the fear of adverse publicity—such as an accusation of pampering or coddling the inmates if emphasis is placed on anything but severe treatment.
11. Lack of teaching materials available which will meet adult needs and interests.
12. Prison tradition and inertia. "It has always been thus, why change it now?"

There is probably more that could be added to this list. It is possible that some should be taken away.

It will take a certain amount of boldness or nerve for the prison educator to go ahead in the face of some of the obstacles which seem to be placed in the way of a new idea or procedure, but these "stoppers" must be removed.

The prison educator must take the lead in showing a sincerity of purpose. He must be able to prove his sincerity by withstanding the barbs of the "second guessers" and the "non-believers."

Our prison schools will not be any better than we say they are until these limitations have been removed. If the prison school is to be something more than a factor in morale to make custody easier we must meet some of these inmate needs which I have pointed out.

There must be a unification of purpose on the part of <u>all</u> departments. There can be no effective curriculum in any prison school where any of the departments are working at cross purposes. The entire personnel of the prison must be diligently working together for the reformation or rehabilitation of the prisoner before we can brag that we have even scratched the surface.

I have heard an outstanding prison administrator say that given the right kind of personnel and sufficient funds he could operate a prison in an old red barn. I agree with him.

I am anxiously looking for a job in the school section of that old red barn.

ARE WE DON QUIXOTES IN CORRECTIONAL EDUCATION?*

Albert C. Wagner
Superintendent
New Jersey Reformatory
Bordentown, New Jersey

You may not like some of the things I am going to say and you probably will disagree with most of them--and it is altogether possible that you should! This talk will, however, have one desirable quality--it will be brief.

It is hardly necessary for me to say that most of the boys and girls, men and women, in our correctional institutions are school failures. Failures either because they are of such personality make-up that they could not be adjusted to the conventional school program or because that program was not sufficiently attuned to their personality needs. I'm thinking when using the word "personality" of the sum total of the physical, mental and spiritual needs of these people.

If it is indeed true that our charges have been school failures, it seems to me there is precious little reason to believe that the same kind of program in a correctional institution is going to be very effective.

ACADEMIC EDUCATION

The first question I should like to propose is whether or not it is desirable to give academic instruction in correctional institutions. I am prepared to say that we probably should not do too much in this area for our adult groups since there are certainly more fruitful areas to which our limited staff and facilities should be devoted. I would not exclude all academic instruction in our adult institutions but would limit it first, to that group of illiterates and near-illiterates who demonstrate their intention by making progress in an elementary program and second, to that relatively small group above the illiterate level whose education was interrupted by family or community factors beyond their immediate control and who demonstrate serious intention in an educational program by showing that they can make substantial progress in the material offered.

The problem in institutions for juveniles is different and it is probably necessary to have a fairly full curriculum of academic instruction in view of our present compulsory education laws. But even here, one should question if we have not been too content to model our efforts after standards which obtain in outside schools. How many of us, for example, handle and teach the subject matter expected of us in the elementary grades

* Delivered at the Fall Educational Institute of the Department of Institutions and Agencies, North Jersey Training School, Totowa, New Jersey. October 7, 1949.

in a functional way? It is axiomatic to say that the learning process is greatly speeded up and that we learn best if the material is of interest to us. Yet how much of what we do is truly functional?

We are all familiar with the boy who is good in athletics and poor in his studies. But how often, if we are honest with ourselves, do we actually structure our academic material around the child's basic interest. Sure, it's more trouble, requires us to put forth a good deal more effort, and we would be in a large measure treading the road of pioneers. Have we courage enough to classify our pupils along the lines of specific, special interests and functionalize our efforts? We would have to scrap many of the materials we are now using and develop new; but the effort would I believe be most rewarding.

And shouldn't we perhaps reexamine critically the several areas of study in which we seek to impart information? Is there any sense, for example, in taking a week to discuss the U. N. with delinquent boys who have only the faintest idea of democracy and who are not conditioned to know that the man next to them has any rights and privileges which they may not transgress at their whim and pleasure? Yet this is the kind of thing we seem to be doing every day in virtually all our institutions.

Visual aids in some instances at least are just "what the doctor ordered" for the boys and girls in our institutions. Do we use them enough? I know how appropriations stand, but do we make the best use of what we do get? Are the films we show part of our planned curriculum and carefully integrated with the material presented, or are they used haphazardly--catch as catch can?

VOCATIONAL EDUCATION

And let's turn for a moment to vocational education. Let's face it honestly and sincerely. Are we really doing anything in trade training--and should we? Do any of us have really adequate courses of study to teach carpentry, masonry, plumbing, mechanics, baking, domestic science; and if we don't, why don't we? Is it because it is too much effort, because we have inadequate trained experience in our trade instructor ranks, or is it perhaps because we are not convinced that such training is especially useful? It is probably some of each of these and for me, the last looms largest. A study not so very long ago of Rahway parolees showed that very few men actually obtained jobs for which they had been trained in the institution and an even fewer number stayed in such employment.

I'm wondering if we should not perhaps forego our present lip service to vocational training, and do something more concrete and valuable within the facilities and personnel available to us. Specifically, I am wondering if we should not devote our efforts primarily to training in good work habits, insisting on steady application to productive employment on the part of all inmates capable of work and concentrate our specific trade training effort on those placement cases who must have "something to sell" in order to get started on the outside.

It is not so many years ago that rather comprehensive surveys of employment opportunities

were made in each of our correctional institutions and some very excellent work done in working out courses of study. Their application was never very effective and have been gathering dust now for a number of years. It was not that the material was not good but we found it a practical impossibility to carry on a mass program of specific trade training. Yet it is possible in many of the activities of the institution to develop purposeful courses if we limit our objectives to certain specified areas and present the opportunity for such training to only our most needy cases; and this I submit, if there be any questions on the point, is the specific responsibility of the education department.

But enough for vocational education. Let us admit that trade training in correctional institutions is not as useful as we once thought and still say it is, and concentrate on something that we can accomplish--good work habits.

SOCIAL EDUCATION

What I am coming to in all this is a plea for education in an area very largely neglected in the New Jersey system. I am about to propound a heresy. You have heard it said many times that the purpose of a correctional institution is to turn out substantial, contributing members of a society, whereas, really we should perhaps be satisfied with the more limited goal of men and women who go out of the institution and so not offend society again in either its person or its pocketbook.

If this is indeed a legitimate goal; and if we are to accomplish it, then it would seem to me that our primary aim is to devote our best and most serious efforts to what, for lack of a better name, we might call "social education". I have in mind a program which aims to give the delinquent insight into behavior mechanisms and the place of the individual in our complex American society. The purpose of such education would be to develop positive attitudes and desirable social conduct, rather than academic mastery or the acquisition of special skills. It would develop the individual's understanding of what is adequate and acceptable behavior. It would be aimed at improving the individual's ability to live with himself, see things as they really are, accept other individuals with understanding, and help him to cope with ordinary day by day social situations.

Is this difficult? Yes. And would it not require borrowing much of the knowledge and skill of the psychologist? It would mean all this. It is largely virgin territory and we must develop most of our own curriculum and most of our own course content. It requires a good deal of ingenuity, a break with most of the stereotyped thinking of the present public school education; and yet in it lies the hope of correctional education.

EDUCATIONAL ADJUSTMENT OF THE UNSTABLE BOY*

John E. Moore, M.A.
Director of Education
State Home for Boys
Jamesburg, New Jersey

What do we mean by the unstable child? There are many different kinds and degrees of instability but the scope of this paper does not permit consideration of all of them. We shall confine the discussion to those children who deviate from the normal just sufficiently to show behavior disturbances but not sufficiently enough to be termed psychopathic, feebleminded or imbecile. This delineation applies to the top 75% of the boys at Jamesburg. The greater majority of their psychometric reports carry the tag "Primary Behavior Disorder."

The term "Emotionally Disturbed" may be applied in a greater or lesser degree to all of them. In short they are unstable, their reaction to a given situation varies from day to day and from mood to mood. They are confused and they are in need of help and guidance if they are to assume a place of responsibility and respectability in community life.

Why are they unstable? Some of the reasons have been determined and many have not.

The other day I mentioned to one of our counsellors the fact that I had been asked to speak about unstable boys; he is a man who has spent many years working with unstable boys and when he is away from home is considered something of an authority. His response was, "Bear down heavy on the home conflicts, about 90% of our boys can trace the origin of their trouble to the home". The figure may be high but the statement is true in a large number of cases.

The unstable child may be and often is the product of unstable stock, hence parents with insanity, alcoholism, syphilis, epilepsy, etc., although these traits do not raise the question of feeble-mindedness, they do give a picture of unstable progeny with a high possibility of erratic development.

For some time it was my privilege to serve in a public school district as Supervising Principal and as you may have heard it is occasionally difficult for the Supervising Principal to persuade the members of the Board of Education to accept his point of view--also it is difficult at times to persuade a parent. There were times when some temporarily frustrated young lady, recently graduated from teachers college, had to be reminded that there are two positions in life which require no qualifications, one

* Delivered at the Fall Educational Institute of the Department of Institutions and Agencies, North Jersey Training School, Totowa, New Jersey. October 7, 1949

is that of member of the Board of Education and the other is that of parent.

Among the population at Jamesburg there is a high percentage of boys who are excessively emotional or as we have said, emotionally unstable. These are the boys who are easily aroused and whose reactions are intense--joy runs to ecstacy, fear to terror, anger to rage. They become emotional with slight provocation and their feelings are very easily hurt. These are the individuals who are unable to tolerate the tasks, hardships and restraints which others are able to meet and tolerate. When placed in the ordinary class-room situation where he is asked to recite or even to read in the presence of others he often goes to pieces. He cannot take tests and examinations nor concentrate on tedious and monotonous work for long periods without suffering undue fatigue and boredom and he is practically incapable of rapid, exciting, exacting or dangerous tasks. Blame or criticism from a disinterested adult or an uninformed teacher will often result in a minor but complete breakdown.

Emotional instability may be brought about by extreme nervousness due to physical disorders and a complete physical examination should be a prerequisite to any analysis or treatment. There are many persons however, who though physically sound, are emotionally unsound. In these cases the condition seems to be an inherited trait probably based on a hypersensitive sympathetic nervous system.

In dealing with children in school who are emotionally unstable it is wise to let them follow their own interests as much as possible,--that is not to say that we should allow the child to remain idle but rather to provide him with a multiple choice, then encourage him to follow the course of his choice until success has been achieved. Often a sort of trial and error procedure will be necessary until a sustaining interest is found and it is essential, especially at the beginning, that these activities require only a short span of interest. For subsequent projects the time and complexity can be gradually increased. At the beginning he will probably make the best progress by working alone, later he can be included in small group projects such as the preparation of a class-room exhibit by two or three, eventually he can be included in larger group activities, first only in those areas where he is assured of success and later in the regular classroom activities. The road back to normal social and educational participation is often a long one extending not for months but often for years and the sympathetic understanding of a well-trained teacher is essential.

Although our topic is "Educational Adjustment", it is not possible to discuss the educational adjustment without taking into account the social pattern, they go hand in hand, our psychologists often speak in terms of emotional blocks saying that until the emotional block is cleared up we cannot expect educational progress.

The child, with a subject disability may often trace his unstable pattern directly to his inability to compete successfully in the classroom, this feeling of frustration carries over to the playground and he refuses

to enter into group games and activities because he feels incapable of success. He is both socially and educationally unstable. Specific subject disabilities may be primary contributing causes to the unstable child's behavior pattern and it is entirely possible that the disability has been allowed to grow because some teacher early in the child's career has had insufficient training in a sufficient variety of methods to meet the needs of the individuals in her class. There is I believe a good possibility with the present practice of placing 30-35 or more children with one teacher, that we shall have more children with subject disabilities and consequent emotional problems, because the teacher is physically unable to give the individual attention necessary even though she is master of a multitude of techniques.

Such a subject disability if allowed to go unremedied becomes a catastrophe as far as school achievement is concerned --he who cannot read cannot succeed in arithmetic, language, history or any other school subject.

With the current, almost universal practice of continuous promotion the child with a major subject disability soon finds himself confronted with an impassible barrier, promoted to the 7th grade, when he is unable to read and comprehend the work given at the 5th grade level, or expected to do problems in long division when he has never mastered the multiplication facts, he is to be pitied rather than censured when he seeks success in some less acceptable direction.

It is, I think a sad but true commentary on the great majority of our public schools that there is no one who is charged with a direct responsibility to ensure correction of these individual subject failures. Each teacher in turn feels that she has a major responsibility to those pupils who are capable of normal progress and the result is that the so-called slow learners are left out on the fringe with little or no individual help and at the end of the year passed on to the next teacher. Frustrations, complexes and monumental emotional blocks are the immediate result. Not all but far too many turn to undesirable avenues of escape and eventually become delinquent.

Dr. Ernest Wood in his study of subject disabilities found that "1 to 2 out of every 5 children fail in reading in the first grade". He further states: "For those who fail it is one of life's most tragic situations --the beginning of serious personality maladjustments".

Let us look at some of the background causes of these subject disabilities. They are numerous and no single cause is wholly responsible. Dr. Wood classifies causes of subject disability under these headings:

1. Biological and physiological
2. Environment and sociological
3. Psychological - this being the product of the first two.

1. Under biological and physiological he paints the fact that heredity sets the limits of potentialities. The degree to which the potentialities will be developed depends primarily upon the environment and the community. The effect of defective sense organs such as hearing and vision are well known and the need for special treatment

is universally recognized. Toxics produced by decaying teeth, diseased tonsils, or other parts of the body likewise influence the child's learning but are not always as easily recognized.

There is a vast difference in the rate of growth and in readiness for learning and if the teacher is not alert to sense these differences she is likely to create a situation where the child builds a sustaining antagonism toward specific learning situations. For example, we have all met the child (or adult) who freezes when asked to add a column of figures in public--if we are fortunate enough to have the time and skill we may find that at the very beginning of his number experience this child was expected to acquire number concepts from abstract figures rather than from concrete objects which were familiar and within the range of his experience. No doubt children's interests in school subjects are often destroyed because teachers force upon children situations which are beyond their maturity.

2. Abilities and Disabilities are tremendously influenced by Environment and Sociological factors. The home, school and church are institutions of society which should provide adequate and desirable experiences for children. Undesirable home experiences, nagging by parents, perpetual arguments between parents in the presence of the child, favoritism shown a brother or sister and divorce with subsequent splitting of the home do much toward developing attitudes that interfere with school work.

3. Psychological aspects include the feelings and emotions which inevitably color the pupil's reactions and his efforts in any learning situation; lack of self-confidence, poor attention, lack of purposefulness and poor habits of work and study are some of the more troublesome.

What are the steps--what is the procedure in the Educational Adjustment of the unstable child?

Probably the first consideration in any plan of adjustment should be the fact that each child is an individual with an individual set of problems relating to his physical, mental, social, and scholastic status and each requires individual handling.

With this first consideration firmly established there are certain fundamentals which should be observed.

First a thorough physical examination followed, at intervals spaced over a period of at least a week, by a psychiatric interview, intelligence aptitude and achievement tests. If he is to live in an institution he should be placed at first in an orientation unit where he will have an opportunity to observe his new surroundings and be briefed on his duties and responsibilities.

After all of his tests have been analyzed and coordinated by a battery of experts a curriculum and a program tailored to fit his particular needs is initiated. A follow-up with frequent check points as reviews should be maintained and changes made when deemed necessary.

At this point a word about the staff or faculty who will actually carry out this progra

seems essential since there are people who are totally unfit to handle unstable children.

Personality is the first requisite; these people should be warmhearted individuals who have a genuine liking for children; they should have a general knowledge of child psychology and should be stable individuals with quantities of patience and just plain common sense. Members of the school faculty should be adequately trained in a variety of techniques in the subjects and at the levels which they are expected to teach. Records should be available and teachers should be familiar with the child's record and the recommendations of the experts.

Henry T. Paxton in his very commendable article in the Saturday Evening Post of September 24th, entitled "That Problem Child", states with respect to unstables, "These children need large doses of approval, the more you crack down on an unstable the more unstable he becomes"; he further testifies that "You can't beat, threaten, or shock an unstable child into a more wholesome frame of mind."

At Jamesburg we have an axiom which our Superintendent recently threatened to put up in lights; it is simply this: "Nothing succeeds like success". At first blush this seems a rather dangerous proposal but when analyzed and adapted to an individual boy it fits the need every time, for every boy needs desperately to succeed at something.

To conclude: After all the necessary data has been assembled and carefully analyzed, the teacher will meet the individual child in her classroom just as he is, with his own pattern of physical, mental, social and scholastic background and achievement and she will guide him just as far and just as fast as his own equipment will allow him to go, selecting from all of the methods and techniques at her command those which will be most adaptable in helping this individual child to advance his scholastic level and to become a better integrated individual.

CAN THE PRISON SYSTEM BE PROFESSIONALIZED?*

Reed Cozart
Warden
Federal Correctional Institution
Seagoville, Texas

The question assigned to this panel for discussion on this final meeting day of the Seventy-ninth Annual Congress of Correction is not HOW nor WHEN nor WILL but CAN the American prison system be professionalized? It may seem odd that such a topic be discussed. Why, after so many years of these annual meetings where the leaders in penal and correctional work have read, discussed, made practical recommendations and given advice based on years of experience in the field, do we assume--and I believe it to be a correct assumption--that correctional work is not yet on a professional basis? Just a year ago a speaker on the conference program reached that conclusion after making a careful study of the question. Anyway that is not the question for discussion today and I will not attempt to suggest any answers. There are perhaps many answers and they would probably have some relationship to any answers that would be given today to the question "Will correctional work become professionalized?"

Each of us has been allotted a very brief time to discuss the question. We cannot explore it very completely. We are asked to approach it independently in our own way. It is my belief that the question can be answered in the affirmative. In the fullness of time such an answer may be given. At present, however, I feel that we are somewhat in the dark concerning many aspects of the problem.

Unquestionably some notable progress has been made gradually during the years. We have changed our concept of our work from the punitive and purely custodial approach to that of a correctional process. A few years ago we changed the name of the annual meeting, and allied agencies in the correctional field have been permitted to affiliate with the American Prison Association and participate in these annual meetings. Most of the agencies are made up of professional workers. There may be some prison administrators who do not wholeheartedly accept the participation of these professional organizations and individuals. In some quarters they are considered to be impractical and theroretical "long hairs."

Before we know the answer to our question assigned today no doubt much research must be done. At the present time we do not know how many persons are employed on a fulltime basis in the field of correctional work. So far as I know we have no statistics or information as to

* Delivered in a panel discussion before a general session meeting, Friday, September 30, 1949, sponsored by the Correctional Education Association and the Correctional Services Associates at Milwaukee, Wisconsin.

the method of their selection, the amount of preparation they have had for correctional work or what training, if any, they received after their appointment. We do not know what their prospects are for continuing in the correctional field on a career basis should they be qualified. We perhaps need to know what standards exist throughout our country as to qualifications, minimum salaries, promotions, etc. There must be some areas and states now where high minimum standards of selection, training and compensation are set up, but do we know where they exist? Is there any general agreement in our field as to what these standards should be? Does anyone know how difficult it would be to get such standards adopted and enforced throughout the whole field? Granted that the entire membership of the American Prison Association and that of its affiliated groups could agree on such standards could these organizations get them adopted throughout the prison system?

Judging from past experience with these groups it will no doubt take a long time to find any answers to all these questions. In the meantime I would like to briefly suggest three points of attack on the problem, starting on the assumption that efforts begin with those now employed in the correctional field on whatever basis it may be.

In the first place it may be possible for us to make some progress in the way of changing the viewpoints of some of those people already working in the correctional field. I refer primarily to that large group of men representing a wide range of backgrounds, varying degrees of competency as to age, education, intelligence, and interest in the work, who handle the nation's prison population day in and day out. We now call them guards, custodial officers, security officers, correctional officers, supervisory officers, etc. They do not attend these conferences nor hear nor read the papers presented at them. In fact in too many cases they attend no conferences of any kind and are seldom told much about the policies and reasons for such policies of their own institutions. For the most part they probably regard themselves as being merely guards who safely keep the men entrusted to their custody. I might add that so long as they are called guards and paid low salaries they probably will never be any more than just that. Many of them probably do not consider themselves to be correctional workers, yet it is this group that has an opportunity to know more about the prisoners and to exert greater influences over them than any other group of workers. We know that there are many instances where due to the strength of his character and personality a custodial officer commands the highest esteem and respect of the prisoners under his supervision. There are perhaps many instances where just the opposite is true.

Now just what kind of in-service training program is needed to change such a group over to a correctional philosophy? In the field of law enforcement undoubtedly the National Police Academy conducted by the FBI has improved many police officers who perhaps entered the field as nothing more than hirelings of ward politicians. These same men after thorough training and indoctrination into the field of scientific detection and investigative work return to their respective cities or communities

with a more wholesome outlook toward their work. They become better protectors of society and a new dignity and status have been given them. They, in turn, can help other members of their organization and thus improve the general level of the work done by their departments. It is questionable, however, whether such a centralized training program could be set up in the correctional field. The program will probably have to be carried on on a state-wide or institutional basis. Such a program, however, must be under the direction of a capable training officer with adequate rank and with all necessary training aids and equipment. Certainly all staff members should participate in and contribute to the program. In addition to instructions in the use of fire-arms, defense tactics, proper methods of shake-downs for contraband, etc. the custodial officer should get a complete picture of every department in the institution, its objectives and how the officers can contribute to the proper operation of the various departments. Such a training program should make use of training films, text-book materials, thought questions, guided reading, correspondence courses, a good reference library, and in many cases practical courses conducted by nearby colleges or universities. Such training should also be followed up by adequate on-the-job supervision and refresher courses. These correctional officers should be made to feel that they are serving at the grass roots of the correctional process and that they render important contributions to the entire program. It goes without saying that this training program must have the unqualified support and the leadership of the prison administrative staff.

The second group of our workers are perhaps already trained in their respective professions and trades. I refer to the case workers, the educational personnel, the psychologist, the medical staff, the mechanical personnel, business and fiscal employees, clerical workers, farm and culinary employees, etc. They, too, however, must receive orientation and training in the correctional philosophy if they qualify as professional workers in that field. Sometimes their personalities or their lack of experience in prison work make them liabilities rather than assets to a correctional program. There are some who would advocate that this "professional" group enter the service at the entrance level of the custodial personnel in order to gain the necessary experience of handling prisoners and an understanding of custodial problems connected with the operation of the prison. It is questionable whether this practice could be followed but certainly the training officer should work out an orientation program including conducted tours of the institutions, lectures by those charged with policy making, demonstrations by representatives of various departments, group forums, etc. Such an orientation program should be followed up by refresher training courses, frequent staff conferences, etc. If this group is to have the confidence and cooperation of the so-called custodial group they must familiarize themselves with the problems of the latter.

The third point to be considered is: Where does the warden or prison administrator fit into this picture? How can he help to create a professional consciousness in his organization? To refresh your memories as to the

part the wardens play in a personnel program I refer you to a very thorough and adequate coverage of the topic made just a year ago by Mr. Richard McGee of California and printed on pages 82 to 90, inclusive, of the 1948 Conference Proceedings. It would be well for all wardens to read that paper again. For the purposes of this discussion today I will say only what all of us already know. The tone of an institution, its atmosphere or climate, and the success of its program and objectives depend tremendously upon the leadership given by its chief executive officer. His lack of interest or leadership can kill or nullify the efforts of the best of personnel. His interest in all phases of the program, his availability for advice and encouragement, his continued presence on the job from day to day in an active way, his awareness of the needs of the various departments and his efforts to see that the needs are supplied, his willingness to confer frequently and effectively with his staff members individually or in conference, his insistence that every individual and department carry his or its share of the work loads and responsibility, and certainly his recognition of work well done--are all essential to the successful operation of an institution. It goes without saying also that the warden must deal fairly and squarely with all personnel and all inmates. His leadership in all these aspects can stimulate wavering interest, boost morale, encourage pride and achievement, and I might add in passing, eliminate many headaches that always come to prison administrators. He must do all these things and many more if the program of his institution is administered on a professional level. He can do all these things without trying to run everything himself and interfering with the activities of the various departments. Certainly he cannot train all the personnel nor attempt to keep up with all the complexities of their jobs. He surely can let all personnel know, however, what the policies and objectives of the institutional program are and can keep them informed of the needs for such policies. He can also give all his department heads an opportunity to show initiative and to properly execute the general policies of the institution. Also it is certain that he must wholeheartedly support the personnel training program in the institution.

I consider this third point to be of extreme importance. If all employees are to become correctional workers from the lowest entrance grade to the highest "professional" staff member certainly the administrator of the institution and those charged with the overall direction and supervision of the prison system must want it to be that way and do their best to see that the system is professionalized. The top level executives must furnish the leadership.

CAN THE PRISON SYSTEM BE PROFESSIONALIZED?*

Paul W. Tappan
New York University

The issue toward which our forum is directed is plainly one of pretty basic significance for the future development of the correctional movement, and one that has drawn the perennial concern of the Association. The question has been raised in various guises for so many years that it would appear only reasonable to anticipate a set of answers readily at hand. Such is not precisely the case, however, and the familiar problems that we have fretted before we must now agitate again, seeking solutions that are persistently evasive.

It is easy enough, to be sure,--and particularly so for one who is devoted to the goals of professional training for correctional work--to proclaim once more the easy generic conclusions: "Yes. The prison system not only should and can be professionalized: indeed, it must, if truly effective correctional work is to be performed in our institutions." But, having paid proper lip service to our somewhat inchoate ideals, we need again to scrutinize our objectives in terms of the realities that confront us. What impedes the progress of professionalization? To what extent do we now approximate this end? How far may we prudently hope to achieve the gradual resolution of our difficulties? One would like to pursue these questions in searching detail, but it is impossible to do so here. I should like, however, in a most summary fashion to observe with you what appear to an educator to be, first, the persisting limitations upon our fight for professionalization and, second, something of the struggle now joined within the academic arena in service of that objective.

These, then, are the obstacles we habitually encounter in the universities as we attempt to attract students to a career in correction, to help them to become better workers in the field, or to place them after training:

1. Training does not assure placement. Despite the widely proclaimed need for trained correctional workers, in most states today the student has little reason to believe that his pursuit of a specialized program in criminology and correction will result in a job. It is somewhat anomalous that in our colleges an oversupply of students takes one or several courses in this area, almost none of whom enter the field, while in our prisons we have great numbers of correctional employees, most of whom have had no formal

* Delivered in a panel discussion before a general session meeting, Friday, September 30, 1949, sponsored by the Correctional Education Association and the Correctional Services Associates at Milwaukee, Wisconsin.

training at all. This situation is itself related to several factors:

2. Penology attracts inadequate and ineffective personalities. Selection of workers is still today based pretty generally upon such factors as political patronage, family influence, and personal connections. Not uncommonly preference is given to individuals desiring to move into the field from some other phase of public service--such as police work--however poorly suited to the philosophy and method of effective correction. In many quarters the educated man is at a disadvantage because of attitudes rooted in the minds of administrative authorities who are suspicious of the university product, sometimes with good reason, often because of ego difficulties resulting from their own lack of training. One might comment in passing that a greatest need in the effort to professionalize correction is to educate and train those who are in administrative control. There can be little hope when those at the top are ignorant, apathetic, or punitive. This brings us to two interrelated and nearly universal difficulties:

3. You get what you pay for. Save for a few professional specialists in our prisons, in medicine, psychology, and education, for example, in which specifically criminological training is not required, the novice must expect to enter his career as a guard, with status and salary considerably inferior to other fields, even those requiring no specialized training. Indeed, even in New York he might do better as a policeman, a fireman, a garbage collector, a park attendant, a cab driver. He can start at a higher level and go further in the trades. The college graduate is often criticized for wanting to start at the top as an expert. College graduates are not very realistic in this matter, but it is clear that to professionalize penology the able and trained must start at a decent salary in a merit system where their capacities will assure opportunity for early promotion and for responsibility.

4. Penology cannot lift itself by its own bootstraps. Under the traditional policy in correction, workers start at the servile base of a long line and may creep painfully ahead through no other merit than aging. The sterile device of drawing staff from line condemns the system--whether it be in prison, police, probation or other work—to a level of professional and administrative skill at the top best no greater than the latent talents of those who were willing to start crawling from a very low bottom. Experience has shown, with some exception, that this technique brings into the positions of authority men lacking in vision, in experimentalism, in powers of leadership. Generally these administrators desire only the negative qualities of smooth institutional operation through repressive security measures. Men of

broad training and experience, of proven capacities for administration or for other specialized functions in correction, are automatically excluded. Perhaps more than anything else the plight of correction proceeds from the inevitable ineptness and inertia of officials who have never developed vision beyond the immature preoccupation with policing that had characterized their early induction into the field. Either men of trained ability must be attracted at the base and promoted rapidly or men of relevant experience, maturity, and capacity must be brought in to the top. Ideally, both methods should be employed to procure optimum professional service. In either case emphasis should be on proven and trained ability, not seniority.

5. What does correctional training train for? Among the major problems in professionalization must be mentioned the difficulties involved in providing a useful educational foundation for this work. The abstract theory of criminology and penology has its place, of course. But mere exposure to such theory does not equip the individual to be an effective worker. Correctional operation involves a series of crafts, of methods or techniques, as well as policy. Much of academic criminology has been criticized by the practitioners--and quite properly--because of its divorcement from the realities of prison work. Where the educator is concerned only to point out how impossible and ineffectual are the administration of justice and of correction, his students may be worse rather than better candidates for work in the field. Training must be based, not on nihilism nor carping attack but on constructive exploration, experience, and efforts to solve problems. It must be practical as well as theoretical, realistic as well as idealistic.

6. What sort of preparation is necessary for the correctional worker if the field is to be professionalized? Here is a source of controversy that adds confusion to the problems of enhancing the status and quality of prison work. In the face of the implacable contention from old-time penology that correction is merely repressive guard duty, the advocates of professionalization have lost persuasive effect by their dissension concerning the kind of theoretical and craft training required and the proper educational facility to provide it.

Is this a job for the professional schools of social work, as some assert on the ground that effective correction must be based in the main upon carefully guided inter-personal relations? If this view be correct, the schools of social work have avoided like the plague their obligation to provide specialized training. Is it a task for the undergraduate college curriculum, despite the difficulties entailed in adding a specialized and concentrated correctional program to the al-

ready heavy requirements now established for the baccalaureate degree? Salary levels for the correctional worker have encouraged the stand that no more than a B. A. can be required for entrance to prison careers. In contrast with this position, it may be maintained that for a real and long-term advancement of professional status in a field that is highly specialized, programs of graduate university training are necessary and that the positions in correctional work should be up-graded to provide services and status commensurate with the high level of preparation needed for effective rehabilitation of unadjusted offenders.

Many workers in the field contend that all this emphasis upon training is absurdly unrealistic, that society should be content with, at most, a modicum of in-service training, since so much of the craft of correction must be learned in any event after the man is on the job. Related issues are raised, whether formal academic training should be combined with institutional interneship experience, and, if so, how such opportunities are to be established and supervised. The content that should be provided in professionalized training for correctional work in its various forms involves numerous questions that are still largely unresolved. The programs developing in colleges, universities, and professional schools of social work have not yet jelled. We may only pray devoutly that as curricula crystallize they will not be cluttered with the sterile and repetitious irrelevancies that characterize other categories of professional education, such as teacher training.

Let us consider next the more affirmative aspect of our discussion: What developments in today's education and training offer fair promise of advancing the professionalization of correctional work? The impetus to the professionalization of prison service has come to a great extent from the Federal Bureau of Prisons which has played an important advisory role in the development of programs at New York University, the University of Wisconsin, and other institutions. The Bureau has placed a healthy emphasis upon broad social science background followed by specialized theoretical material in a series of criminological and correctional courses together with institutional interneship training, opportunities for which are being provided increasingly in ten of the federal penal correctional institutions. Some of the internees then remain in the federal prison career service. In addition to some seven courses recommended as "Basic Requirements" in undergraduate preparation, the Bureau suggests fourteen advanced courses for the training in General Administration and eleven for Treatment-Advisory Services, most of these in sociology, psychology, and public administration. Somewhat differently oriented specialized training is suggested for each of the several other areas of prison service (e.g. fiscal, engineering, agricultural, dietetic.

As we look out into the schools, a number of trends are discernible:

1. At the undergraduate level of training, a majority of colleges provide some work in theoretical criminology and delinquency.

Most of these, however, have no special vocational orientation, except possibly for teaching and research. This is perhaps best illustrated at the University of Pennsylvania where some 600 to 700 students elect the basic criminology course that is offered by Professor Thorsten Sellin. Similarly at other large state universities, such as Illinois, Michigan, and Indiana, and at most of the smaller institutions, the emphasis is upon a sociological approach to crime and the criminal. The material is largely abstract, too often perhaps moralistic and idealistic, with little relation to the realities of the correctional process.

In contrast to this there has been a limited recent trend toward the development of undergraduate curricula in correction to train students for prison, probation and parole work. One of the first persons to become vitally interested in practical training courses was James E. Hagerty, Walter Reckless' predecessor at Ohio State, where a curriculum was put into operation during the 1930's. One of the strongest educational programs is in operation there now, with training both at the undergraduate and the graduate level. However, it is Professor Reckless' declared view that "there are definite limitations to the number of persons which should undertake to do graduate work in the correctional field," and most of their students are being prepared at the college level. The University of Wisconsin has recently inaugurated a four year curriculum in Correctional Administration under Marshall Clinard and the late Carl Johnson. Here, as at Ohio State, interneships are arranged in the students' areas of special vocational interest. A somewhat similar program has been put into operation in the University of Maryland's Preprofessional Crime Control Curriculum under Peter Lejins.

An interesting contemporary development has been the growth of program in Police Science and Administration in western colleges, providing in some of these a four year major in this field. Starting apparently at the State College of Washington in Pullman during 1941, comparable curricula have grown at the Universities of California and Southern California, the Fresno and San Jose State Colleges and to a lesser extent at several other institutions. Although these programs are oriented largely toward manual skills, detection methods, and criminal investigation some of them aim to train workers for the correctional fields through the same basic courses. A nice question of policy is raised in this harnessing of what is preponderantly a training in crime repression with the preparation of students for a correctional service that should be more positive and rehabilitative in approach. How much danger there may be here of perpetuating an essentially negative "machine gun penology" and probation

and parole services that are looked upon as largely policing techniques, it is difficult to say, but it would appear to exist in the sort of selective and training processes at work here.

2. In marked contrast to the developments noted above, of undergraduate specialization and police science preparation, is the view that training for the various phases of correction should be in the professional schools of social work. There appears to be much merit in the idea that case-work and group-work skills are essential to effective rehabilitation. The great problem here is that these schools themselves have generally adopted the attitude that special training for correctional work is minor and incidental, satisfied by a few semester hours in the traditional delinquency and criminology courses, and that generic social work training capped by a certificate is the all sufficient sine qua non for any sort of adjustive therapy, in correction as in social agencies. The narrow parochialism of this view, together with an apparent disdain for those trained more vulgarly in criminology rather than in the orthodox creed and liturgy, has engendered a commonly incompatible relationship between the trained social worker and those correctional specialists who have not passed through the sacred rites. The largest schools of social work, even those that have developed some specialized offerings in correction, as at Ohio State, graduate but very few students into the field. Partly, of course, this results from salary scales inadequate to attract students who have gone through a two year professional school program. Moreover, experience has shown these graduates to have considerable difficulty in achieving an orientation to the work of the correctional institution, parole, or probation.

3. Finally, there are the graduate school programs, offered generally in Departments of Sociology or of Public Administration, designed to provide advanced training in the correctional specializations, such as those at New York University and Notre Dame. These institutions believe that graduate preparation is the best method to insure an adequate coverage of specialized material founded upon a broad undergraduate social science base, that a more mature level of student is reached who will be ready upon completing his program to enter the field, that it is possible to carry on a considerably more effective selection of students according to ability and personality, and that these individuals can best advance the professionalization of correctional work and improve the salary and status levels more rapidly.

At New York University we have set up a graduate program in Criminology and Correction with the advice and assistance of the Federal Bureau of Prisons

and the NPPA with some eleven courses now offered specifically in the criminological area and other related electives in psychology, government and law. It combines a vocational with a theoretical orientation, some of the courses using series of lecturers who are experienced administrators and practitioners. Specialized courses are offered by authorities in psychiatry, law, social work, and institutional administration. Internship opportunities are provided to those students who require the experience. In this respect, however, we are at a special advantage. Among the approximately seventy-five students who are working for graduate degrees in this field, a large proportion are already employed full time in the several phases of correction while they study in a part time program at the University. A number of these students are earning good salaries in responsible positions and seek advancement as well as broadened experience through their university training. We feel that these emissaries are performing an important function in speeding the professionalization of attitudes, skills, and status in the field. The program will continue to be extended as the opportunity for service grows. It is our special aspiration that as time goes on the University program may play a growing role in resolving the problems of professionalization that were referred to in the first part of this paper.

COMMITTEE ON INSTITUTION LIBRARIES
AMERICAN PRISON ASSOCIATION

REPORT OF ACTIVITIES
1948-1949

Edwin I. Friedman
Chairman

The Committee on Institution Libraries has been quite active this past year. In addition to routine activities it has completed three major projects, all of vital importance to prison libraries. These projects are: (1) A Library Manual for Correctional Institutions, (2) A Survey of Penal Institutions Libraries in the United States, September 1949, and (3) An Annotated Selected List of Recommended Books for Penal Institution Libraries: July 1, 1948 - June 30, 1949. All projects were submitted for approval and release for distribution at the American Prison Association's Congress in Milwaukee in September 1949.

The Library Manual has been in preparation for the past two years and after a tremendous amount of work, particularly by Mr. Herman K. Spector, the Committee Chairman for the previous two years, and Mr. Raymond Embree, was completed in time for consideration at the Milwaukee Congress. Strenuous efforts are being made to secure funds to publish the Manual and it is

hoped that the money will be forthcoming soon. Approximately $1500 will be needed for 1000 copies. In order to pay for the cost of the Manual, it will be necessary to sell copies for a minimum of $2.00. Estimates of cost have been submitted to Mr. Austin H. MacCormick, who has been endeavoring to secure the needed funds through a grant from the Carnegie Foundation. As yet no final decision in the matter has been reached. The Manual is an essential aid to prison libraries and efforts to secure funds for its publication will continue to be made until success has been achieved.

A Survey of Penal Institution Libraries in the United States was made by the Committee during the past summer, and the findings, based on replies from 148 institution libraries, were submitted at the Milwaukee Congress. Copies of the Survey will be printed for distribution soon. Several requests for copies have already been received and apparently there is a very great deal of interest in its findings. The Survey is a comprehensive and definitive study of the present status of penal libraries in the United States. The Committee hopes to be able to conduct these surveys periodically, possibly at two to three year intervals, in order to keep the prison field posted on the condition and progress of prison libraries. The Committee wishes to take this opportunity to note the outstanding cooperation received from the Institution Libraries in filling out and returning the questionnaires promptly.

An Annotated Selected Book List for penal institutions Libraries was compiled by the Committee, and the Chairman is happy to report that all members contributed excellent work with promptness and a high degree of cooperation. Plans have been formulated to make up the lists in a form suitable for distribution, possibly free of charge, depending upon the funds available. Several inquiries have been received regarding this book list and many librarians have indicated a need for such a list. Since so many penal institution librarians are untrained, a book list to guide them in their book selection is of much value. Naturally efforts will be made to see that copies of the list are available as soon as possible. It is recommended that this list be compiled yearly.

A number of requests for aid and information were received and processed by the Committee. Several requests called for a list of prison libraries; others desired book lists especially prepared for prison libraries; some institutions asked for help in securing trained librarians for employment; and copies of the "Objectives and Standards in Adult Prisons and Reformatories" were asked for, as well as "Magazines for the Prison Library."

Requests were received from the following: Public Library Service Division of Alabama; State Road Department of Florida; Federal Correctional Institution, El Reno, Oklahoma; the California Department of Corrections; and Scott, Foresman & Company of Chicago.

The Committee planned an active program for the Milwaukee Congress. A joint meeting was held on the afternoon of the 27th of September with the Correctional Education Association. Mr. Edwin I. Friedman, as chair-

man of the meeting, arranged the following program:

General Topic: THE LIBRARY AS AN EDUCATIONAL CENTER

1. The present status of institution libraries as shown by a statistical survey by the Committee on Institution Libraries of the American Prison Association: Edwin I. Friedman, Assistant Supervisor of Education, U. S. Penitentiary, Terre Haute, Indiana.

2. The library as an educational center from the viewpoint of the librarian: Miss Myrtle Stubkjaer, Supervisor of Institution Libraries, State of Minnesota, St. Paul, Minnesota.

3. The library as an educational center from the viewpoint of the educator: Price Chenault, Director of Education, Department of Correction, State of New York, Albany, New York.

4. Discussion on the general topic by all in attendance.

The meeting was very interesting and the discussion both lively and informative. A general business meeting was held on the afternoon of the 28th. The Manual, Survey, and Book List were discussed and final plans for their disposition made. The Survey and the Book List will be put out in mimeograph form. Mr. Austin H. MacCormick is continuing his efforts to secure sufficient funds for the publication of the Manual. Also, plans for the next year were considered. It was decided that the Committee on Institution Libraries of the American Prison Association and the same Committee of the American Library Association work very closely together and, if approved by the American Prison Association and the American Library Association, should be combined into a single committee. In the meantime the membership of both Committees will be the same. It was further agreed that the publication "Institution Newsletter" continue to be published by the American Library Association Committee and that other types of publications, such as book lists, reports, etc. be handled by the American Prison Association Committee.

Mr. Herman K. Spector prepared a paper on "The Library as an Educational Center from the Viewpoint of the Librarian" which will be submitted, as well as the papers presented at the joint meeting of the 27th, for publication in the Proceedings of the Congress. Mr. Spector's paper, although on the same subject as Miss Stubkjaer's, presents a different viewpoint. It is hoped that by presenting a divergence of views on the subject, a broader concept will be developed in the consideration of the library as an educational center.

The Committee has a considerable amount of business carried over from the past year that must be completed soon. It also wishes to recommend activities that should be carried on in the future. Therefore the following items are submitted for consideration:

1. A statistical survey of penal institution libraries, such as the one carried on this past year, be made at least once every three years, and if possible every two years. Such a survey is needed at frequent intervals to study the status of

the libraries in penal institutions, to note the progress or lack of progress made, and as a guide in improving penal institution libraries.

2. A yearly annotated selected list of recommended books for penal institution libraries covering publications from July 1st of one year to June 30th of the next year, be compiled. Many librarians have indicated need for such a publication and it can be of inestimable aid to the untrained librarian. The Committee agreed to carry on this project yearly.

3. Undertake an active program of publicity to acquaint the prison field and other interested groups with the status of prison libraries and do all possible to fight for their improvement. Adequate distribution of the survey completed this summer would be of help. Possibly a cause of the lack of more progress is the poor job being done in acquainting the proper authorities with the vital function of the prison library and great need for more progress.

4. Explore in detail the place of the library in the educational program, particularly in social education. Social education has made remarkable progress the past two years and all indications point to the library as playing a major part in that phase of education. The library field must be alert to its responsibilities, and now is the time to consider what the library can do to promote and take its proper place in social education.

5. Consider for revision and bring up to date the "Objectives and Standards for Libraries in Adult Prisons and Reformatories". Standards set for the budget and make-up of the book collection appear to need revision and it would be wise to re-evaluate all our objectives and standards in the light of progress made since the "Objectives" were originally brought out.

6. Coordinate to a greater degree the activities of the Committee on Institution Libraries of the American Prison Association with that of the Committee of similar purposes of the American Library Association. At present the two Committees are doing very little work together and they maintained slight contact over the past year.

7. Continue to hold joint meetings with the Correctional Education Association at the Congresses, but also provide for a business meeting for the Committee on Institution Libraries at each Congress. The work of both groups is so closely related that it is essential that joint meetings be held at least once a year to coordinate activities and exchange ideas.

8. Publish and distribute the following: A. A Library Manual for Correctional Institutions, B. A Survey of Penal Institution Libraries in the United States, C. An Annotated Selected List of Recommended Books for Penal Institution Libraries, July 1, 1948 - June 30, 1949.

The Chairman wishes to take this opportunity to state that members of the Committee deserve a note of appreciation for their excellent work. If the Committees of the future follow the example set this year, there is no doubt but that considerable benefit will accrue to prison libraries and penal programs in general.

CORRECTIONAL EDUCATION AND RECIDIVISM

From: Correction
New York State Department of Correction
September, 1948

Speaking informally at a meeting of the Correctional Education Association during the Congress of Correction in Boston, Alfred C. Schnur, Associate Professor of Sociology at Miami University, Ohio outlined a research project carried out at Wisconsin State Prison. The project attempted an evaluation of the role played by in-prison educational treatment in the subsequent behavior of released convicts.

Since 1922 an adult-education program had been conducted at the Wisconsin State Prison, said Mr. Schnur. It was the contention of some that the educational treatment of prisoners through the fulltime day school has no significant association with the post-release recidivism of men released on parole. An evaluation of the program was requested by the prison officials to assist them in developing and expanding rehabilitative measures.

In the study, Mr. Schnur explained, educational treatment was defined as enrollment in one or more day-school classes offered at the prison. Post-release recidivism, he added, was defined as arrest and conviction for an offense committed after release which resulted in a sentence of six months or more on probation, or a similar sentence to an institution, or involved additional supervision in the prison for violation of parole on other than technical grounds. For the project a two-year post-release period was studied.

The method used was that of comparing the proportion of non-recidivists in the control and experimental groups under adjusted conditions. The total sample comprised 1,762 men, of which 680 men made up the experimental group. The experimental group was divided into subgroups according to the length of time in the prison school.

Since the control and experimental groups were not matched the factors associated with both recidivism and participation in the prison school had to be equated in the two groups to eliminate any biases in the study, said Mr. Schnur.

Professor Schnur declared that the following conclusions can be drawn from the study:

1. Some of the differences between the post-release recidivism of the men treated through education and of men not so treated are large enough to reject the hypothesis that the educational treatment of prisoners in the Wisconsin State Prison has no significant association with recidivism.

2. Educational treatment was not associated with a material reduction in recidivism until the men had been in school for six months or more. Unless more men can have at least this much training in the future, the school cannot be expected to be associated with a material reduction in recidivism.

ACROSS THE DESK

The New York City Board of Education recently produced a "Manual of Procedures in Individual and Group Guidance in Junior High Schools" while San Diego, California high school students are taking an experimental course designed to help them seek jobs and hold them. It also aids them to get along better with other people. A recent survey in the latter system revealed that only 10 per cent of high school graduates lost their jobs because of lack of skill or knowledge. However, 90% were discharged because they did not know how to cooperate and work with others.

Instructional Materials for Adult Prisoners (Annotated Bibliography--English) has recently been released by the Osborne Association and the Correctional Education Association. Inquiries should be directed to Executive Director, Osborne Association, 114 East 30th Street, New York 16, New York. Others are forthcoming.

A Manual of Procedures for the Institutional Library has recently been prepared by Herman K. Spector and Dr. Norman Fenton for the State of California Department of Corrections. Effective July 1, 1949, this Manual governed the work of the librarians employed in California's penal institutions. Address: Classification Bureau, State Department of Corrections, Sacramento, California, for copy.

"Correctional Education" is an article in the Handbook of Adult Education in the United States (Columbia U.: New York) 1948. Written by Austin MacCormick, it covers: The Problem, Progress since 1930, Programs in Federal Institutions, State Programs, Method and Aims. Various state and Federal notes are also to be found.

Youth in Trouble: Studies in Delinquency and Despair with Plans for Prevention and Crime, Suicide, and Social Well Being in Your State and City by Porterfield and Talbert are sold by Leo Potishman Foundation, P. O. Box 223, Texas Christian University, Fort Worth 9, Texas.

The 18th Annual Prison Rodeo was held at the Huntsville Unit of the Texas Prison System. The inmate earned income constitutes the education, recreation and rehabilitative fund of the Texas Prison System. The Official Souvenir Program for 1949 is an impressive job.

A Pictorial Tour of the Arizona State Industrial School for Boys at Fort Grant, Arizona, by pictures and words describes the program of that institution.

An Adult Education Program for Prisoners was produced in 1940 to describe the program at Wisconsin State Prison. This was produced as a Bulletin of the University of Wisconsin.

Your Guide to Safety in Woodworking Shops can be obtained free of charge from the Accident Prevention Department, Association of Casualty and Surety Companies, 60 John Street, New York 7, N. Y.

Yours for the Taking lists the NBC University of the Air Home-Courses in Contemporary Literature, Music, Social Science, and Contemporary Living; 30 Rockefeller Plaza, New York 20, New York.

A Program on Institution Library Service sponsored by the New York State Library, Division of Library Extension was held in Albany on December 2. Among those speaking on correctional libraries and their topics were: Price Chenault, Director, Division of Education: "Correction Department Views Its Educational Program;" Benjamin Weinberg, Education Supervisor, Auburn Prison: "Organizing an Institution Library for Maximum Service at Minimum Cost;" James Dawson, Education Supervisor, Sing Sing Prison: "Prison Facilities can be Augmented by the State Library;" Hon. Donald Scarborough, Superintendent, New York State Vocational Institution, West Coxsackie: "Institution Employees may be Benefited by the State Library;" and Norbert Hensel, Education Director, Wallkill Prison: "What Rehabilitation Values May Come From a Well-Managed Institution Library;" and Austin MacCormick: "Books Behind Bars." It is understood that these papers are to be published at a later date. Our membership will be advised when the whole is released.

Our thanks to Dr. Lloyd Yepsen for information of the Department and Agencies of New Jersey. Several appear in this number, others will appear in our April issue. Some speakers and topics include: Albert C. Wagner, "Are We Don Quixotes in the Correctional Education Field?" George K. Cole, "The Great Books Course--What It Is, How It Works, and What It Might Do in Correctional Institutions." Lloyd McCorkle, "A Socio-Metric Approach to Education." Dr. Ralph Brancale, "The Psychiatrist Looks at the Psychopath for the Educator." John Moore, "Educational Adjustment of the Unstable Boy." And, Dr. Eloise Oxtoby, "Psychology and Training Implications of Brain Injured Children."

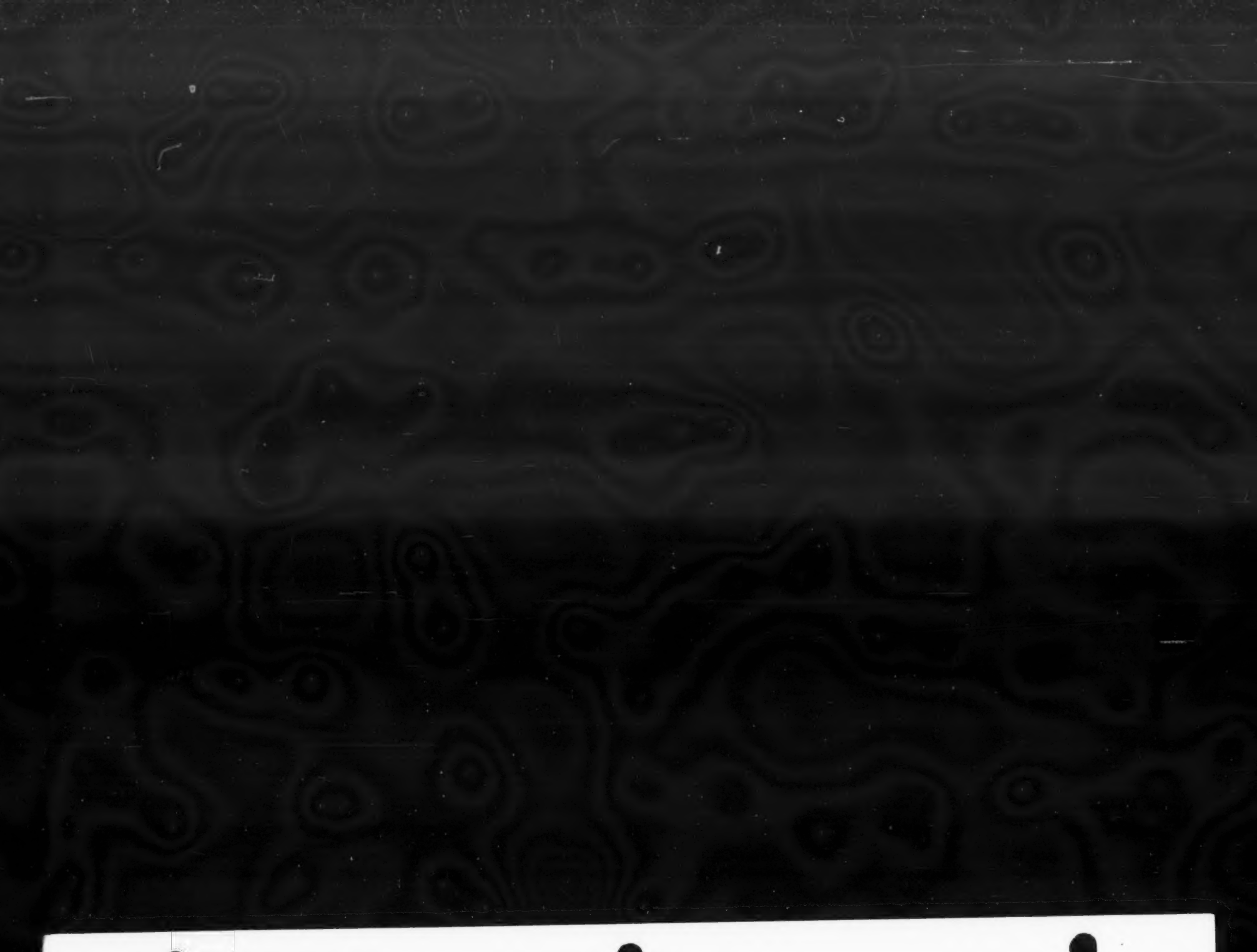
Use of Standardized Tests in Correctional Institutions is the title of Educational Bulletin #13 of the California Test Bureau, 5916 Hollywood Boulevard, Los Angeles 28, California. Complimentary copies by writing to same.

Handbook of Correctional Institution Design and Construction, Bureau of Prisons, U. S. Department of Justice, Washington 25, D. C. (Paper $6.00, Buckram $7.50, Leather $10.00.)

Institutional Sanitation. Federal Prison Industries, Medical Section, Bureau of Prisons, Department of Justice, Washington 25, D. C. $2.50 per copy.

Human Relation in Supervision is a series of film strips prepared by McGraw Hill Inc. Gives case histories under working conditions in plants and offices.

Film Strip available without charge from Audio-Visual Associates Box 243, Bronxville 8, New York, include: Races of the Union of South Africa, The Sterling Story of Table Settings, and the Union of South Africa.



Lists and Directories of 16mm Film Libraries is available without charge from Office of Education, Federal Security Agency, Washington 25, D. C.

I Can Hear It Now, Volume II, authentic voices and sounds of our time from VJ-Day thru 1948. This is Columbia long-playing record ML4095 or 78rpm set MM800. Includes VJ-Day celebrations, Churchill delivers 'Iron Curtain' speech, the National Conventions (Truman, Dewey, Wallace), Babe Ruth Day at Yankee Stadium, Mrs. Roosevelt, the Marshall Plan, the New State of Israel is born. (Vol. 1 covered years 1933-45.)

C. Eugene Hull of the Illinois State Penitentiary, Joliet, has prepared a manual for training inmate instructors which is outstanding.